



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The present book is well designed to teach the forms and constructions of the language with the least expenditure of time and energy on the part of the student. This text consists of twelve chapters, into which are compressed the definitions and the applications of the laws of grammatical relation, affording not only a review, but a further development of the course taught in the elementary school. Compactness of treatment, together with comprehensive range, is secured by the method of relating the different topics by means of cross-references. Rich in illustrative material and in exercises for analysis, the manual is never a mere rule-book for cramming purposes. The chapter devoted to words employed as different parts of speech and to miscellaneous examples for advanced work is well calculated to foster a live interest in the function of language. On the whole, the book ought to meet the requirements of a high-school course in grammar as adequately as any text that could be devised.

New Composition and Rhetoric for Schools. By ROBERT HERRICK and L. T. DAMON. Chicago: Scott, Foresman & Co., 1911. Pp. 508.

A comprehensive review of the new revision of a textbook so well known as is Herrick and Damon's *Composition and Rhetoric for Schools* would be a thankless task. The many teachers who have found the original text well suited to their needs will welcome *New Composition and Rhetoric* with increased approbation; while those who objected to the general arrangement of the earlier book, and regretted the absence of a more formal treatment of the kinds of discourse, will find the later text serviceable by reason of a readjustment of parts and a somewhat more suggestive presentation of the various types of discourse. The present arrangement, for example, includes the chapter on grammar in Part I, so as to furnish early opportunity for review, and presents the elements of composition so as to afford progress from an elementary to an advanced treatment of the whole composition, the paragraph, and the sentence, reversing the order of the elements in the more advanced stages of study.

The author's insistence upon the sentence and the vocabulary as the primary units of style is open to the objection that both are too fragmentary, whereas the paragraph, more serviceable than the essay because less cumbersome, as a structural unit, is, it would seem, best adapted to study, its limits being "the greatest consistent with simultaneous comprehension." The lesser articulations of structure—that is, the sentence and the elements within the sentence, and the minutiae of composition generally—find their justification, not as entities in themselves, but as structural units of a larger organic whole. Expression is primarily a matter not of sentence-units, but of the development of thought-units progressing through a coherent sequence of ideas. The student's inability to grasp structural unity is probably due, in large measure at least, to the practice of centering attention upon word and phrase groups rather than upon paragraph or topic groups. It should be added, however, that the emphasis laid upon the sentence and the word represents the authors' conscious endeavor not to neglect what they regard as essential in acquiring command of English. The English sentence and the English word first attended to, the authors give due attention to the paragraph and the essay groups.

The exercises supply much fresh material for teacher and pupil to work with, and the illustrative selections are suggestive and interesting. Taken as a whole, the *New Composition and Rhetoric* is characterized by simplicity and lucidity of presentation, orderliness in organization, and comprehensiveness in treatment.